DOCUMENT RESUME

ED 391 895 CE 070 746

TITLE	Human Services. Georgia Core Standards for Occupational Clusters.
INSTITUTION	Georgia Univ., Athens. Dept. of Occupational Studies.
SPONS AGENCY	Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE	[95]
NOTE	60p.; For core standards in other disciplines, see CE 070 743-748.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Education; *Basic Skills; Behavioral Objectives; Competence; *Competency Based Education; Core Curriculum; *Employment Qualifications; *Human Services; Information Management; Interpersonal Competence; Resource Allocation; Secondary Education; *Statewide Planning; Systems Approach; Technology Transfer; Thinking Skills; Two Year Colleges; *Vocational Education
IDENTIFIERS	*Georgia

ABSTRACT

This document lists core standards and occupational knowledge and skills that have been identified and validated by industry as necessary to all Georgia students in secondary-level human services occupations programs. First, foundation skills are grouped as follows: basic skills (reading, writing, arithmetic/mathematics, listening, speaking); thinking skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning); and personal qualities (responsibility, self-esteem, sociability, self-management, integrity, honesty). The second section, which lists competencies specific to the technical/engineering cluster, is organized by the following categories/subcategories: resources (time, money, materials and facilities, human resources); interpersonal (participating as a team member, teaching others new skills, serving clients and customers, exercising leadership, negotiating, working with diversity); information (acquiring, evaluating, organizing, maintaining, interpreting, and communicating information and using computers to process information); systems (understanding systems, monitoring and correcting performance, improving and designing systems); and technology (selecting technology, applying technology to tasks). Each section includes the following: skill statement(s); performance standard(s); list of occupational knowledge and skills; and code number under which the knowledge/skill is listed in Georgia's career cluster standards. (MN)

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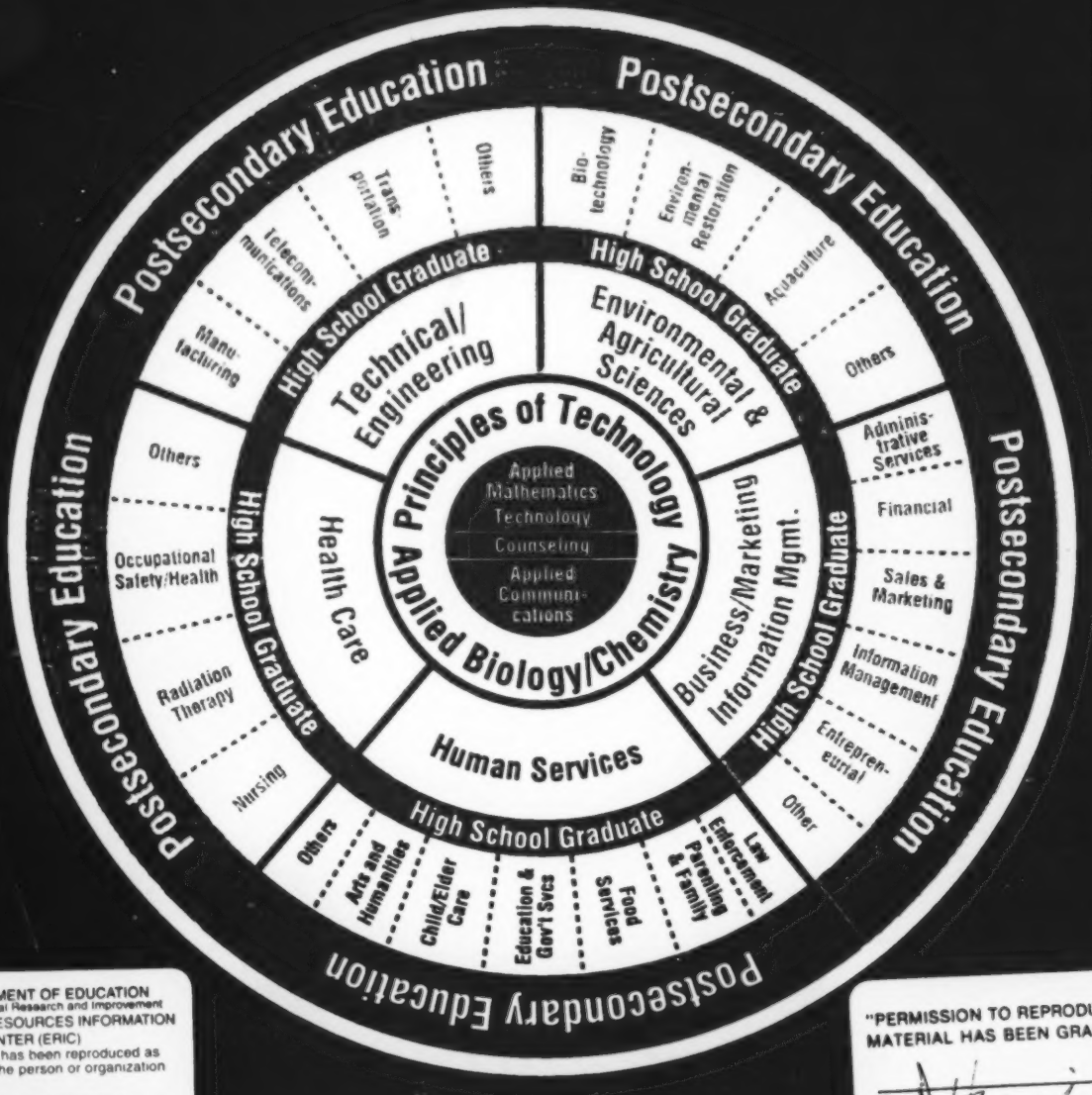
Georgia Core Standards For Occupational Clusters

ED 391 895

Human Services



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Introduction

Concerns about student preparedness for the high performance workforce have spurred the development of national-level skill standards by industry representatives to improve the global competitiveness of U.S. industry. Georgia has taken the initiative at the state level to work with business and industry in identifying core occupational knowledge and skills that offer a framework for career focus in our schools. This career-cluster framework, based on an elevated standard, will afford all students in Georgia's schools the foundation they will need to enter the workforce or to continue occupational specialization and education at the postsecondary level. The concept will also allow students to personalize their learning directions and hasten their preparation in becoming productive citizens.

The Occupational Research Group (in the School of Leadership and Lifelong Learning in the College of Education) at the University of Georgia facilitated for the Georgia Department of Education the development of statewide, industry-validated curriculum standards for academic and occupational skills needed by all students in Georgia. This developmental effort helps meet the goal of establishing a career focusing process in Georgia's schools. These curriculum standards address core knowledge and skill areas common to all program areas, including both school-based and work-based competencies, and are organized around the Georgia Department of Education's five cluster areas or programs of study:

Technical/Engineering
Health Care
Business/Marketing and Information Management
Human Services
Environmental and Agricultural Sciences

The standards for each cluster include the core academic competencies and the non-occupation specific knowledge and skills common to a broad cluster area of occupations. Georgia's skill standards were developed in a systematic manner employing the skills and input of a wide array of stakeholders in the education of Georgians. Phase one of this process involved a thorough investigation of information on existing state and national standards/skills/competencies, professional/trade associations, workforce trends, and acquisition of documents related to skill competencies for each cluster area. The information was compiled into a report on each cluster area for presentation to business/industry Standards Development Teams. This report included a master listing of tasks and competencies identified by other groups, and information on core/basic academic competencies underlying skill performance, organized by the SCANS competency areas.

Phase two of the developmental process featured the establishment of five statewide Standards Development Teams made up of business and industry representatives from across the state, one team for each of the career-cluster areas. Experienced faculty and staff from the Occupational Research Group and the Department of Occupational Studies at the University of Georgia conducted and facilitated meetings. A structured group process was used to review and validate or revise the tasks and competencies from the phase one document. The product of this validation process was then formulated into a survey by project staff and sent to additional business/ industry representatives for each career-cluster for feedback. Next, a grouping of experienced teachers and curriculum specialists from across the state met to review the industry-validated curriculum standards. They identified the supporting academic knowledge and skills for each career-cluster area using the state's Quality Core Curriculum and the graduation exit exam.

The product of our efforts to date is the listing of industry-validated statewide curriculum standards, with core competencies for both work- and school-based knowledge and skills. Because of the continuing changes in occupational skills requirements, an assessment component of the project will be added for reviewing and modifying the career-clusters as necessary.

The standards are an important component of Georgia's School-to-Work Transition initiative and a preliminary step in the adoption of the career-cluster concept. The career-cluster approach to curriculum design is based on the idea that a variety of different occupations/jobs require similar basic skills. It is also based on the belief that certain basic skills and knowledge are essential for all students, regardless of the profession to which they aspire. Students begin by learning these basic common skills; move on to acquire the basic skills necessary for a given group of jobs; then learn the specific applications for a specific job. The career-cluster approach provides school systems with the opportunity to involve larger numbers of students in occupational classes to build a stronger and broader base for further specialization. This broad base makes it possible for individuals to change specialties in the future as job opportunities and/or requirements change and facilitates life-long educational experiences which can enhance individual productivity and happiness.

Acknowledgements

We wish to express our sincere appreciation to those individuals who gave their knowledge, expertise, and time to help produce these curriculum standards materials.

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Human Services Career-Cluster Foundation

Human services personnel must have the three part career-cluster foundation comprised of basic skills, thinking skills, and personal qualities. This career-cluster foundation is an integral part of the industry-validated competencies in each identified career-cluster. Related core academic knowledge and skills are the academic foundations which help facilitate effective learning when integrated with the occupational knowledge and skills. For course and program planning convenience the related core academic knowledge and skills section, which includes communications, math, social science, and science, are coded and included in a companion document. This document functions as a source for the code listings cited in the career-cluster standards. The codes can be referenced with the occupational knowledge and skills to develop curricula that integrate these elements into cohesive career-cluster programs of study. This section presents industry-identified common core standards and occupational knowledge and skills for secondary level preparation in occupations related to Human Services. Computer literacy is a key to almost all the standards.

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Human Services personnel must have the three-part foundation (basic skills, thinking skills, and personal qualities). These skills are the workplace know-how that defines job performance.

Reading

Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

Standard: Demonstrates the ability to locate, understand, and interpret written information as it relates to the human services sector by determining the main idea or essential message; identify relevant details, facts, and specifications; and infer or locate the meaning of unknown or technical vocabulary.

Occupational Knowledge and Skills

- Learns that English operates according to grammatical systems and patterns of usage
- Follows written directions
- Reads and follows label information
- Reads and prepares charts, graphs, and diagrams
- Reads and understands technical manuals and journals
- Demonstrates competency for literature review
- Demonstrates ability to discern main idea of sentence and paragraph
- Utilizes and comprehends interdepartmental/ company communications
- Utilizes and comprehends employee publications

Academic Knowledge and Skills

- SCI 1, 4
- SOC 44-47, 50
- COM 35-36, 38, 41-42, 44-45, 52, 56

Writing

Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.

Standard: Demonstrates the ability to communicate thoughts, ideas, information, and messages in writing by creating documents (i.e., letters, memos, directions, manuals, reports, graphs, flowcharts); develop supporting documentation to the appropriate level of detail; revise for correct information and appropriate emphasis; and edit for form, grammar, spelling, and punctuation.

Occupational Knowledge and Skills

- Writes Standard American English sentences with correct sentence structure (verb forms; punctuation, capitalization, possessives, plural forms, and other mechanics; word choice; and spelling)
- Composes concluding remarks to build sound customer relationships
- Summarizes documents/materials
- Prepares correspondence
- Discusses the differences between advisory and persuasive writing
- Writes a persuasive argument
- Develops a positioning statement
- Prepares written communication
- Formulates transition plan
- Completes examples of accident, injury, and illness reports
- Communicates and documents information through writing
- Uses proper industry terminology
- Prepares simple reports
- Prepares documents including memos, letters, reports, directions, manuals, and flowcharts
- Performs review procedures for proper spelling and punctuation by using a dictionary, thesaurus, or spell checker in a software program

Academic Knowledge and Skills

- SCI 4
- SOC 25, 44, 47
- COM 21-33

Arithmetic/Mathematics

Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.

Standard: Demonstrates the ability to perform basic computations by using numerical concepts and calculations (addition, subtraction, multiplication, division, fractions, and percentages).

Occupational Knowledge and Skills

- Uses basic numerical concepts such as whole numbers and percentages
- Makes estimates with and without a calculator
- Performs simple physics and chemistry calculations
- Solves simple algebraic, geometric, and trigonometric calculations
- Understands simple statistical processes and calculations
- Performs problem solving using mathematical concepts
- Translates numerical data into narrative information
- Explains mathematical processes necessary to keep customer accounts

Academic Knowledge and Skills

- SCI 4, 12-16
- MAT 3-8, 10, 14-21, 23-40

Standard: Demonstrates the ability to perform basic mathematical logic by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for work place situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events.

Occupational Knowledge and Skills

- Calculates and converts English/metric measurements
- Reads and prepares charts, graphs, and geometric figures
- Performs simple statistical analysis

Academic Knowledge and Skills

- SCI 4

Listening

Receives, attends to, interprets, and responds to verbal messages and other cues.

Standard: Demonstrates the ability to receive, attend to, interpret, and respond to verbal messages and other cues, such as body language, that are appropriate for an office, lab, or field situation.

Occupational Knowledge and Skills

- Demonstrates effective listening skills
- Listens to, understands, and follows verbal directions
- Interprets body language and other non-verbal cues

Academic Knowledge and Skills

- COM 3, 5, 9, 11, 14

Speaking

Organizes ideas and communicates orally.

Standard: Demonstrates the ability to orally (or with sign language) present ideas, thoughts, and messages to listeners in a clear and concise manner.

Occupational Knowledge and Skills

- Addresses people properly
- Conveys an appropriate voicemail message
- Explains the nature of effective verbal communications
- Handles incoming and outgoing telephone calls in a businesslike manner
- Makes oral presentations
- Participates in a teleconference/video conference
- Participates in conversations, discussions, and group presentations
- Uses proper grammar and vocabulary
- Speaks in a clear and concise manner
- Relays thoughts and ideas in a logical manner
- Provides lucid instructions
- Demonstrates ability to lead (follow and participate in) group discussions
- Demonstrates ability to ask appropriate questions when information is not understood
- Uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the occasion
- Learns that English has several different levels of usage and that language appropriate in some situations may not be appropriate in others
- Appropriately terminates conversation

Academic Knowledge and Skills

- SCI 1, 4
- SOC 5-6, 8, 49
- COM 1-15

Creative Thinking

Generates new ideas.

Standard: Demonstrates the ability to create new ideas by being using imagination freely, combine ideas or information in new ways, make connections between seemingly unrelated ideas, and reshape goals in ways that reveal new possibilities.

Occupational Knowledge and Skills

- Extrapolates the probable future of the human services industry given current trends
- Formulates possible alternatives/solutions to a problem
- Packs and stages a visually appealing product
- Creates hypotheses and predicts outcomes
- Invents solutions to problems using nonlinear thinking techniques (e.g., creating metaphors, constructing analogies and models, brainstorming, role-playing)
- Reads critically, asks pertinent questions, recognizes assumptions and implications, and evaluates ideas
- Evaluates options to and results of solutions to problems
- Establishes priorities
- Organizes work schedules and responsibilities

Academic Knowledge and Skills

- SCI 1, 4
- MAT 2, 8, 29-30
- SOC 53, 55, 66, 68
- COM 46-48, 53-63

Decision Making

Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

Standard: Demonstrates the ability to specify goals, generate alternatives, consider risks, and evaluate and choose best alternative.

Occupational Knowledge and Skills

- Discusses the nature of the decision making process
- Identifies alternative responses to decision making situations
- Establishes criteria for evaluating alternative responses to decision problems
- Explains techniques for group decision making
- Explains the nature of decision support systems
- Identifies the decision making process (recognizes problem exists, searches for underlying cause, defines problem, refines problem, classifies problem, defines additional goals)
- Implements financial and non-financial analysis techniques to make decisions
- Projects outcomes of alternatives to decision problems
- Makes decisions based on best information available
- Exhibits flexibility when working with others
- Establishes priorities
- Coordinates activities and tasks that occur simultaneously
- Performs techniques necessary to decision making as a team leader
- Makes career decisions
- Detects fallacies in reasoning
- Determines sequence of events and identifies cause and effect relationships
- Defines decision making process
- Distinguishes between long- and short-range decision making
- Identifies traits and external factors that affect decision making processes
- Tests the validity of an assertion by examining the evidence
- Differentiates between programmed and nonprogrammed decisions
- Discusses importance of evaluating plans and changing as needed
- Clarifies purposes and goals
- Evaluates options
- Researches by evaluating and synthesizing cultural and historical information to support choices
- Identifies techniques managers can use for problem solving and decision making
- Discusses the importance of decision making skills
- Lists the steps in the general decision making process

Academic Knowledge and Skills

- SCI 1, 4
- SOC 34, 37, 43, 49, 51, 53, 55, 66
- COM 53-63

Problem Solving

Recognizes problems and devises and implements plan of action.

Standard: Demonstrates the ability to recognize that a problem exists, the reasons for a problem, a plan to solve the problem, an evaluation of the plan to solve the problem, and revise a plan when warranted.

Occupational Knowledge and Skills

- Adjusts to change
- Demonstrates and maintains good problem solving skills
- Explains the nature of plans
- Explains approaches to effective planning
- Utilizes the decision making process
- Describes the nature of problems faced by human services workers
- Recognizes that a problem exists
- Identifies possible reasons for discrepancies in regard to problems
- Specifies goals and restraints to resolve or solve a problem
- Generates alternatives
- Considers risks
- Evaluates and chooses the best alternative
- Devises and implements a plan of action to resolve a problem
- Evaluates and monitors the action-plan as it progresses
- Revises the plan as necessary
- Uses knowledge of structures and functions
- Interprets the role of problem solving and decision making
- Explains and demonstrates work simplification and efficiency
- Identifies the problem
- Identifies solutions to a problem and their impact
- Selects and implements a solution to a problem
- Identifies and reacts appropriately to sexual intimidation/harassment
- Computes differences between time zones
- Engages in reasoning and problem solving

Academic Knowledge and Skills

- SCI 1-2
- SOC 8-10, 47, 52-53, 56
- COM 62

Seeing Things in the Mind's Eye

Organizes and processes symbols, pictures, graphs, objects, and other information.

Standard: Practices problem solving by forming mental images of information.

Occupational Knowledge and Skills

- Constructs logical sequences and understands the conclusion to which they lead
- Develops and interprets charts, tables, timelines, graphs, diagrams, and other graphic aids
- Draws conclusions based on multiple pieces of information included on maps
- Applies space plans to traffic patterns
- Analyzes furniture and equipment requirements for basic room types
- Determines direction from the study of maps and globes

Academic Knowledge and Skills

- SCI 4
- MAT 9-17, 25
- SOC 47, 49, 59, 66, 68
- COM 53-63

Knowing How to Learn

Uses efficient learning techniques to acquire and apply new knowledge and skills.

Standard: Demonstrates the ability to use efficient learning techniques to acquire and apply new knowledge and skills.

Occupational Knowledge and Skills

- Analyzes interpretations of the same event from multiple types of sources
- Acquires and processes information by using thought processes (recall, translation, interpretation, application, analysis, synthesis, evaluation)

Academic Knowledge and Skills

- SCI 1
- SOC 50-51
- COM 53-63

Reasoning

Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard: Uses reasoning in the solution of problems.

Occupational Knowledge and Skills

- Tests the validity of an assertion by examining the evidence
- Applies ethical reasoning
- Employs reasoning skills
- Understands logical relationships
- Demonstrates the ability to comprehend, develop, and use generalizations
- Chooses a reasonable solution from among the various alternatives
- Constructs logical sequences and understands the conclusion to which they lead
- Applies and demonstrates critical and creative thinking skills
- Creates hypotheses and predicts outcomes
- Detects fallacies in reasoning

Academic Knowledge and Skills

- SCI 1, 4
- SOC 49, 52-53, 66
- COM 53-63

Responsibility

Exerts a high level of effort and perseveres towards goal attainment.

Standard: Demonstrates the ability to accomplish tasks in a forthright and timely manner.

Occupational Knowledge and Skills

- Demonstrates initiative
- Demonstrates self-control
- Plans and organizes work
- Sets high standards
- Pays attention to details
- Works to best of ability and with minimal supervision
- Displays a high level of concentration even when assigned an unpleasant task
- Maintains high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks
- Applies quality principles in all aspects of work
- Applies decision making techniques in the workplace
- Demonstrates responsibility for fellow workers' well-being
- Continues training to upgrade skills
- Is willing to put out extra effort, as required
- Matches employee responsibilities to employer expectations
- Demonstrates the ability to complete tasks on time with accuracy
- Follows directions and procedures
- Displays a positive attitude

Academic Knowledge and Skills

- MAT 8-11
- SOC 36, 42-43

Self-Esteem

Believes in own self-worth and maintains a positive view of self.

Standard: Demonstrates the ability to exhibit knowledge of one's own skills and abilities, an awareness of one's impact on others, and knowledge of one's own emotional capacity and needs and how to address those needs.

Occupational Knowledge and Skills

- Assesses personal interests and skills
- Demonstrates awareness of impact on others
- Demonstrates an understanding of the relationship between personal behavior and self-concept
- Exhibits behaviors important to business
- Explains the concept of self-esteem
- Explains the concept of self-understanding
- Displays a knowledge of own emotional capacity and needs, and how to address them
- Identifies personal interests, abilities, and skills
- Maintains appropriate personal appearance
- Maintains positive attitude
- Uses feedback for personal growth
- Demonstrates enthusiasm and confidence about work and learning new tasks
- Demonstrates appropriate dress and hygiene for successful employment
- Identifies good personal ethical characteristics and behaviors

Academic Knowledge and Skills

- SOC 36, 42-43

Sociability

Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

Standard: Demonstrates the ability to assert self in familiar and unfamiliar social situations, relate well to others, respond appropriately to situations, and take interest in what others say and do.

Occupational Knowledge and Skills

- Addresses needs of individual personalities
- Asserts self in familiar and unfamiliar social and business situations
- Demonstrates empathy for others
- Demonstrates interest and enthusiasm
- Demonstrates orderly and systematic behavior
- Dresses appropriately for a job in the human services fields
- Relates well to others
- Responds appropriately to a variety of social situations
- Takes interest in what others say and do
- Uses appropriate assertiveness
- Participates with others in work situations by being interactive, asking questions, offering suggestions, and being involved in discussions and activities
- Values the opinions of others
- Has high tolerance for other people's shortcomings
- Defines discrimination, harassment, and equity
- Demonstrates non-discriminatory behavior
- Demonstrates the ability to act in a polite and respectful way towards co-workers
- Has high tolerance for short deadlines
- Exhibits amicability with others when working under pressure
- Values diversity in others
- Has good interpersonal skills

Academic Knowledge and Skills

- SOC 36, 42-43

Self-Management

Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

Standard: Demonstrates the ability to asses one's own knowledge, skills, and abilities accurately.

Occupational Knowledge and Skills

- Sets well-defined and realistic personal goals
- Monitors progress toward goal attainment
- Motivates self through goal achievement
- Exhibits self-control
- Responds to feedback unemotionally and non-defensively
- Is a "self-starter"
- Maintains professional competency
- Develops physical fitness program to achieve level of conditioning required at job
- Accepts constructive criticism
- Demonstrates an ability to learn new skills and behaviors
- Demonstrates a willingness to learn and work
- Practices and documents regular attendance
- Demonstrates consistently punctual arrival
- Demonstrates ability to learn new process steps
- Participates in product or process specific training and reports significant information
- Understands the concept of empowerment

Academic Knowledge and Skills

- SOC 37

Integrity/Honesty

Chooses ethical courses of action.

Standard: Demonstrates the ability to be trusted and exhibit that trustworthiness.

Occupational Knowledge and Skills

- Knows when a decision or behavior breaks with commonly held personal or societal values
- Understands the impact of violating beliefs and codes of an organization, self, or others
- Chooses an ethical course of action in all work assignments and personal involvement with others
- Protects business equipment and materials
- Is truthful in all communications with co-workers and supervisors
- Differentiates between good and poor business ethic practices
- Identifies good ethical business behavior
- Demonstrates good personal ethics
- Analyzes the relationship of personal values and goals to work ethic both in and out of the workplace
- Demonstrates honesty and integrity
- Identifies and subscribes to established rules, regulations, and policies
- Assumes responsibility for decisions and actions
- Exercises the rights and responsibilities of citizenship in the workplace
- Follows legal regulations
- Demonstrates professional ethics with customers and co-workers
- Defines ethics
- Lists ethical traits of an employer
- Compares ethical codes
- Describes the particular ethical obligations of employee including rules regarding the customer relationship, confidentiality, and conflict of interest
- Identifies the potential sources of business ethics
- Discusses the responsibilities of business to community and society
- Discusses ethics as an alternative to regulation
- Describes the nature of ethical dilemmas
- Examines the role and responsibilities of a citizen in a democratic society
- Identifies basic beliefs and values of the democratic heritage
- Describes the ethical responsibilities of a human services worker to the customer, employer, agency counterpart, and competitor
- Describes the legal rights of workers
- Applies ethical reasoning

Academic Knowledge and Skills

- SOC 37-43

Human Services Competencies

The skill standards listings which follow were identified by Georgia business and industry representatives as the generic skills necessary for the broad cluster of occupations in this field. They are organized according to the Secretary's Commission on Achieving Necessary Skills (SCANS) report. The essential general workplace skills and safety skills were also identified by the Standards Development Team for this project.

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Time

Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

Standard: Demonstrates the ability to select goal-relevant activities, rank activities, allocate time, and prepare and follow schedules.

Occupational Knowledge and Skills

- Discusses goal setting as an organizational tool
- Describes the customer's contribution to the goal setting process
- Selects activities which will address the goals established in the planning process
- Describes the activities associated with strategic planning
- Describes tactical or operational planning
- Demonstrates planning skills associated with time management
- Allocates time to activities in the order of organizational importance
- Prepares schedules for planned activities
- Practices time management
- Identifies strategies for making transitions throughout the day

Academic Knowledge and Skills

- MAT 2-3, 8-14, 16
- SOC 32, 49

Money

Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.

Standard: Demonstrates the ability to prepare and use budgets, make forecasts, keep financial records, and make cost effective adjustments to meet the objectives of a human services enterprise.

Occupational Knowledge and Skills

- Discusses financial goal setting as an organizational planning activity
- Explains the role of budgeting in organizational operations
- Prepares a budget for an organization
- Discusses keys to successful budgeting
- Understands labor costs including overtime earnings, benefits, deductions, and net pay
- Distinguishes between fixed and variable costs
- Prepares an income statement and a capital statement
- Illustrates the use of budget performance reports
- Uses financial software to make forecasts
- Performs basic accounting procedures using appropriate software
- Explains accounting, budgeting, and other financial controls
- Identifies and follows procedures for determining and controlling costs
- Recognizes the principal financial accounting statements and explains their managerial purpose

Academic Knowledge and Skills

- MAT 1-8, 11-17, 20, 35, 37-39
- SOC 27

Materials and Facilities

Acquires, stores, allocates, and uses materials or space efficiently.

Standard: Demonstrates the ability to manage materials and facilities.

Occupational Knowledge and Skills

- Obtains and prepares printed forms
- Defines and lists the sources for certified/attested/authenticated documents
- Establishes an effective procedure for procurement and distribution including appropriate documentation and storage
- Acquires, labels, and stores supplies
- Allocates and uses materials and space efficiently
- Processes materials in and out of storage
- Outlines the procedures for maintaining a sanitary and orderly facility
- Understands and maintains inventory control
- Minimizes loss of materials by proper storage, protection from theft, and adverse climatic conditions
- Selects storage containers that are compatible with the materials to be stored
- Selects containers, and prepares and stores samples and materials in compliance with regulations and compatibility
- Maintains storage containers/facilities
- Preserves materials as recommended in accordance with Material Safety Data Sheets (MSDS)
- Disposes of materials and samples in compliance with all federal, state, local, and employer regulations
- Prepares materials for testing and analysis
- Cleans up or arranges for cleanup of all spills
- Selects and fits products/services to improve marketability

Academic Knowledge and Skills

- MAT 1, 11, 18-21

Human Resources

Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.

Standard: Demonstrates the ability to work and learn in a social setting and effectively utilize the human potential of those sharing the work environment.

Occupational Knowledge and Skills

- Cites important considerations in employee or staff selection and screening
- Assesses employer and employee responsibility in solving a problem
- Matches team member skills and group activity
- Outlines the general procedures of staff planning and identiifies and describes the major tools used in those processes
- Recognizes the importance of job specifications/descriptions and describes the basis for preparation
- Discusses human motivation in terms of job design
- Discusses the training needs of employees
- Explains techniques used for effective delegation
- Follows production sheet for work assignments
- Organizes workloads
- Explains the importance of rotating schedules to provide for the coverage of all shifts
- Explains how work is allocated among organizational units
- Identifies needs for appraising performance and the advantages and results of formal, periodic evaluation
- Analyzes various employee evaluation techniques
- Identifies the importance of conducting an appraisal interview
- Lists common errors in the evaluation process
- Identifies types of personal problems and the effects on job advancement, job satisfaction, and productivity
- Provides feedback to team members on a routine basis
- Provides feedback to team members based on formal evaluation

Academic Knowledge and Skills

- MAT 11-15, 17

Participating as a Member of a Team

Contributes to group effort.

Standard: Demonstrates the ability to participate as a Human Services team member and contribute to the group effort.

Occupational Knowledge and Skills

- Demonstrates effective group membership (teamwork) skills
- Identifies various group processes
- Identifies components of group dynamics
- Identifies and demonstrates interpersonal skills/characteristics required for working with and for others
- Contrasts the role of a team with the role of an individual
- Recognizes the difference between a team environment workplace and a conventional workplace
- Identifies style of leadership used in team work
- Demonstrates a willingness to learn
- Identifies the value of maintaining regular attendance
- Applies group dynamic principles to a human services situation
- Fosters positive working relationships
- Participates as a team member and/or member of a committee
- Completes a task requiring teamwork
- Identifies and consults with resource persons
- Identifies the characteristics of a diverse workforce

Academic Knowledge and Skills

- MAT 9-14, 16
- SOC 42
- COM 5, 6, 13, 15

Teaching Others New Skills

Acts as trainer, mentor, and instructor; coordinates instruction.

Standard: Demonstrates the ability to teach others new workplace skills.

Occupational Knowledge and Skills

- Conducts and/or participates in staff meetings
- Gives directions for completing job tasks
- Orients new employees
- Participates in a coaching/mentoring situation
- Provides praise and corrective criticism

Academic Knowledge and Skills

- COM 1-3, 6-8, 11-12, 15, 21-33

Serving Clients/Customers

Works to satisfy customers' expectations.

Standard: Demonstrates the ability to satisfy a customer/client in a business situation.

Occupational Knowledge and Skills

- Describes factors affecting customer service
- Describes the customer focus of total quality management
- Directs customer/client to other locations
- Explains customer service techniques useful in working with new clients/ customers or accounts
- Explains the concept of customer service
- Explains the nature of positive customer/ client relations
- Handles customer inquiries
- Handles difficult customers/clients with aplomb
- Communicates with customer to establish requirements of product or services to be delivered

Exercising Leadership

Communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies.

Standard: Demonstrates the ability to provide leadership in a human services organization.

Occupational Knowledge and Skills

- Describes leadership traits
- Describes the influences of corporate culture on employee motivation
- Explains leadership theories
- Explains the nature of leadership in organizations
- Lists the characteristics of a good group leader
- Demonstrates good group leadership
- Applies facilitation skills in a group setting
- Recognizes leadership styles appropriate for the workplace

Academic Knowledge and Skills

- SOC 8, 16-17, 36, 57

Negotiating

Works toward agreements involving exchange of resources, and resolves divergent interests.

Standard: Demonstrates the social skills necessary to negotiate divergent interests.

Occupational Knowledge and Skills

- Convinces others of point of view
- Handles customer/client complaints to customer's satisfaction
- Handles situations when the customer/client is as fault
- Interprets business policies to customers/clients
- Identifies and reacts appropriately to sexual intimidation/harassment

Academic Knowledge and Skills

- SOC 38, 41-43
- COM 4, 8

34

Working with Diversity

Works well with men and women from diverse backgrounds.

Standard: Demonstrates the ability to perform in a work environment with individuals of different gender, cultures, lifestyles, attitudes, and abilities.

Occupational Knowledge and Skills

- Channels and controls emotional reactions
- Demonstrates respect for the feelings and beliefs of others
- Demonstrates an appreciation for the similarities and differences among individuals
- Describes stereotypes, biases, and discriminatory behaviors in a business environment
- Fosters positive working relationships in a business situation
- Recognizes personal biases and stereotypes
- Values individual diversity

Academic Knowledge and Skills

- SOC 7-8, 38, 41-43
- COM 46-48

35

Acquiring and Evaluating Information

Processes information and ascertains usefulness.

Standard: Demonstrates the ability to identify, assimilate, and integrate information about human services from diverse sources.

Occupational Knowledge and Skills

- Reads critically, asks pertinent questions, recognizes assumptions and implications, and evaluates ideas
- Uses features of print materials appropriately (e.g., table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography)
- Collects evidence using appropriate, reliable data
- Demonstrates an ability to distinguish between fact and opinion
- Identifies the physical characteristics of geographic land areas (e.g., plateaus, plains, mountains)
- Locates main ideas in multiple types of sources (e.g., nonprint, specialized references, periodicals, newspapers, atlases, yearbooks, government publications)
- Discusses state and federal regulations (i.e., hazardous materials)
- Evaluates outcomes
- Discusses the most effective methods of presentation
- Locates resources concerning industry, company, and product
- Identifies the various sources of federal and state law
- Identifies resources for helping those with personal problems
- Demonstrates knowledge of behavioral expectations by age
- Obtains certification in CPR and first aid
- Recognizes symptoms of common illnesses
- Identifies conservation and environmental practices and policies
- Identifies hazardous substances in the work place
- Matches interests and aptitudes to employment area
- Analyzes interpretations of the same event from multiple types of sources
- Acquires and processes information through recall, translation, interpretation, application, analysis, synthesis, and evaluation
- Chooses a reasonable solution from among the various alternatives

Academic Knowledge and Skills

- SCI 1, 3, 4
- MAT 2-4, 6-7, 9-14, 16
- SOC 4, 9, 34, 45-46, 50-51, 54, 58-68
- COM 1-15, 36, 39, 42, 51-53, 56-63

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Organizing and Maintaining Information

Efficiently and effectively stores pertinent business/client information.

Standard: Demonstrates the ability to organize gathered data using various electronic and conventional storage methods.

Occupational Knowledge and Skills

- Maintains file of all customer complaints
- Develops a system to maintain information on clients
- Lists DOS rules for creating filenames
- Lists generic categories of computer software and discusses the functions of each
- Discusses methods for organizing and maintaining information using index cards, files, computer, micro-film, optical disk, various filing methods, and CD ROM readers
- Analyzes the use of databases in organizing scientific and research data
- Determines features of information sources
- Explains the nature of information processing
- Identifies statistical packages that can be used to analyze business data
- Organizes material with a logical flow

37

Interpreting and Communicating Information

Reads, processes information and instruction, and implements appropriate steps to communicate.

Standard: Demonstrates the ability to understand various forms of information and convey meaning orally or in writing.

Occupational Knowledge and Skills

- Understands and applies media, techniques, and processes
- Identifies and demonstrates information delivery
- Identifies work-related terminology for human services environment
- Discusses the most effective methods of presentation
- Describes both formal and informal communication channels
- Describes how status affects communications
- Discusses the importance of the position of employees in frontline public contact
- Identifies positive ways to handle customer complaints
- Develops and interprets charts, tables, timelines, graphs, diagrams, and other graphic aids and their application in human services
- Identifies effective means of communication within an organization's structure
- Describes techniques for interpreting business research data (editing, coding, tabulating raw, and testing hypothesis)
- Describes the organization of a human services research report
- Explains the nature of both qualitative and quantitative research techniques
- Explains the techniques for the presentation of research findings
- Selects appropriate communication methods

Academic Knowledge and Skills

- SCI 1, 4
- SOC 45-47
- COM 1-15, 21-33

38

Information

Using Computers to Process Information*

Accesses, stores, manipulates, and retrieves information using computers and related equipment.

Standard: Demonstrates basic knowledge and use of computing equipment.

Occupational Knowledge and Skills

- Demonstrates basic keyboarding skills
- Differentiates between easy to use and difficult to use software
- Explains and demonstrates work simplification and efficiency through computer use
- Utilizes the electronic superhighway network to access information
- Identifies common computer hardware such as a keyboard, monitor, diskette drive, mouse, CD-ROM, tape drive, printer, and the casement housing the computer's electronics
- Distinguishes among different types of common data disks
- Distinguishes among different types of common data diskette drives
- Describes the function of a diskette

Standard: Utilizes computer operating systems.

Occupational Knowledge and Skills

- Explains what an operating system is
- Explains what a formatted diskette is
- Formats a diskette
- Copies all files on one diskette to another diskette
- Copies one file on one diskette to another diskette
- Deletes a file
- Identifies a system prompt and basic dialog box
- Describes the action required by a system prompt and basic dialogue box
- Describes a computer program
- Defines ROM and RAM

* From the CORD document: National Voluntary Skills Standards, Hazardous Materials Management Technology

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Continued on Next Page

Using Computers to Process Information *continued*

Standard: Utilizes a word processor program.

Occupational Knowledge and Skills

- Loads a word processing program
- Uses a menu to select specified features of a program
- Describes what a word processing program does
- Accesses and uses HELP screens
- Uses arrow keys or mouse to move cursor to various parts of monitor display
- Moves individual characters or blocks of data from one location of a document to another
- Moves data from one document to another
- Copies data from one document to another
- Saves data entered into a word processing program to the hard drive and to a diskette
- Loads a word processing data file
- Deletes individual characters or blocks of data within a document
- Places page breaks within a document
- Uses a "search" command to locate a character or a string of characters within a document
- Uses the "undo" command to reverse the previous edit
- Uses a "spell checker" to locate and correct misspelled text within a document
- Prints a document
- Uses word processing program to create a correspondence document that follows standard formatting guidelines for margins, tabs, and line spacing

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Continued on Next Page

Using Computers to Process Information *continued*

Standard: Demonstrates the use of a spreadsheet program.

Occupational Knowledge and Skills

- Describes what a spreadsheet program does
- Loads a spreadsheet program
- Enters data into rows of a spreadsheet
- Enters data into columns of a spreadsheet
- Sums the data of a spreadsheet column
- Sums the data of a spreadsheet row
- Uses simple formulas in spreadsheet cells to calculate desired values from data in other cells
- Uses a spreadsheet program to make a line chart of data
- Uses a spreadsheet program to make a bar chart of data
- Uses a spreadsheet program to make a circular (pie) chart of data
- Saves data entered into a spreadsheet program to a diskette
- Loads a spreadsheet file

Standard: Uses a database program.

Occupational Knowledge and Skills

- Describes what a database program does
- Loads a database program
- Enters data into a database table
- Saves data entered into a database program to a diskette
- Loads a database table
- Searches for information in a (query) database table

41

Understanding Systems

Knows how social, organizational, and technological systems work and operates effectively with them.

Standard: Understands organizational systems.

Occupational Knowledge and Skills

- Describes the relationship of organizations to systems
- Discusses general systems theory
- Discusses organizational theory
- Discusses open and closed systems, and living and non-living systems
- Discusses information as it pertains to systems
- Defines analytical models
- Discusses how systems relate to management, supervision, enterprise, and administration
- Draws an organizational chart
- Identifies conservation and environmental practices and policies as applied to the human services sector

Academic Knowledge and Skills

- MAT 6-8, 9-17, 19-21, 24-25
- SOC 8, 39

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Understanding Systems *continued*

Standard: Understands social systems.

Occupational Knowledge and Skills

- Provides definitions for "The Mechanical Model, The Organic Model, The Parsons and the Homans Model" of social systems
- Discusses and compares interpersonal relations with larger scale institutional structures
- Describes how social control, deviance, power, and feedback processes impact social systems
- Describes the social basis of status in terms of a motivational force that affects upward mobility and group behavior
- Describes the "shrinking world" phenomenon in terms of its effects on the role requirements of managers and supervisors involved in international trade
- Contrasts present day criminal justice traditions and practices with their historical precedents and beginnings
- Identifies the differences among Federal law, Georgia State law, civil law, and local ordinances and regulatory agencies
- Discusses the organization and the role of federal and state regulatory agencies related to the human services industry

Continued on Next Page

Understanding Systems *continued*

Standard: Demonstrates an understanding of ecological systems.

Occupational Knowledge and Skills

- Describes the nature and extent of the environment
- Analyzes ecosystem structure in terms of the Law of Conservation of Matter and Laws of Thermodynamics
- Interprets the relationships among the various environmental factors
- Analyzes natural factors that contribute to change in ecosystems
- Analyzes natural factors that tend to promote stability in ecosystems
- Assesses the influence of human activities on the environment
- Explains the roles of various governmental agencies charged with environmental protection
- Names state and federal legislation in the areas of energy, water, air, mineral resources, waste management, wildlife, and land-use

Academic Knowledge and Skills

- SCI 139-143

Standard: Demonstrates an understanding of technological systems.

Occupational Knowledge and Skills

- Discusses communication, manufacturing, construction, and transportation systems

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Continued on Next Page

Understanding Systems *continued*

Standard: Demonstrates an understanding of business related knowledge and skills.

Occupational Knowledge and Skills

- Describes the free enterprise system
- Demonstrates an understanding of various measures for gauging the effectiveness of an economic system
- Demonstrates an understanding of business-related concepts
- Demonstrates an understanding of the marketing concept, marketing mix, marketing practices, marketing distribution, and marketing promotion in business
- Demonstrates an understanding of the accounting process and the interpretation of basic financial statements of a business
- Demonstrates an understanding of the organizational structure of business and principles of organization
- Demonstrates an understanding of ethical behavior as it applies to business conduct
- Demonstrates an understanding of government regulations and interprets laws that apply to business
- Describes the inventory cycle and identifies various inventory control techniques
- Evaluates the various factors that influence the operation of a business
- Identifies basic forecasting techniques and data sources
- Evaluates the role of small business and entrepreneurship in the economy
- Maintains quality assurance
- Understands the importance of public relations work
- Develops a plan for implementing a systems model for creating marketing plans
- Describes the forces currently shaping the future of the human services industry
- Describes how the customer (rather than the operator) ultimately defines a business
- Discusses the relationship among the physical environment, employee morale, and productivity

Academic Knowledge and Skills

- SOC 8, 32-33

45

Monitoring and Correcting Performance

Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions.

Standard: Continually monitors and evaluates human services operations as they relate to systems.

Occupational Knowledge and Skills

- Explains the role of positive and negative feedback in relation to the health of systems
- Explains the role of an Environment Impact Statement when proposed changes require one
- Defines areas of interdependency in a system (i.e., the exchanges between the system and its environment, the processes within the system, and the processes through which parts of the environment become related to each other)
- Discusses software that can assist in projecting/forecasting
- Recognizes impact of technological changes on tasks and people

Academic Knowledge and Skills

- SCI 62, 67

46

Improving or Designing Systems

Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Standard: Provides insight into factors that may improve the human services system.

Occupational Knowledge and Skills

- Converts product knowledge to customer benefits
- Identifies the nature of continuing improvement strategies for the human services sector
- Integrates multiple displays of data that emanate from evaluation of system performance
- Designs an action plan to create, modify, or improve system performance

Standard: Identifies trends and anomalies in system performance.

Occupational Knowledge and Skills

- Identifies areas where system efficiency and effectiveness could be improved
- Monitors and corrects human performance as it interacts with system performance
- Discusses the "Goal Attainment Model" as it relates to evaluation of organizational effectiveness

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Selecting Technology

Chooses procedures, tools, or equipment including computers and related technology.

Standard: Selects the procedures and equipment necessary to perform human services activities.

Occupational Knowledge and Skills

- States techniques and tools used in a demonstration
- Describes the function and lists examples of common input devices
- Selects the communication mode to best meet time and monetary constraints
- Demonstrates message taking skills
- Selects and produces media necessary for human services communications

Academic Knowledge and Skills

- MAT 2-4, 8, 18-25, 30-32, 40
- COM 1-17, 20-33

48

Applying Technology to Task

Understands overall intent and proper procedures for setup and operation of equipment.

Standard: Operates equipment and manipulates interior environment to enhance the performance of human services functions.

Occupational Knowledge and Skills

- Incorporates a variety of room layout arrangements and floor plans into a personally designed floor plan for human services functions
- Discusses the impact of technology and automation on the human services industry
- Demonstrates knowledge in the use of general office equipment
- Discusses the impact of interior design on human services activities

General Occupational Knowledge and Skills

The following section includes the general workplace knowledge and skills that will provide a job seeker with the tools to secure employment and perform safely in a professional manner. This worker will be able to understand the basic economic ramifications of employment and when it becomes necessary to transition successfully to new employment.

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Hazardous Materials

Identifies and handles hazardous substances in the workplace.

Standard: Maintains safety, health, and environmental standards when using and disposing of hazardous materials.

Occupational Knowledge and Skills

- Interprets safety symbols
- Evaluates hazardous materials and hazardous waste sample data
- Safely handles hazardous materials and hazardous wastes
- Responds to hazardous materials and hazardous waste emergency situations in accordance with regulatory requirements
- Operates equipment related to hazardous materials and hazardous waste operations
- Identifies and labels hazardous materials and hazardous waste in accordance with regulatory requirements
- Identifies location of material safety data sheets (MSDS)
- Compiles, records, and maintains required documents for hazardous materials and hazardous waste management activities
- Implements applicable safety regulations and procedures
- Transports and stores hazardous materials and hazardous waste in accordance with applicable regulations
- Demonstrates knowledge about the operation of hazardous materials and hazardous waste treatment and disposal systems
- Explains proper disposal procedures for various classes of organic compounds (hazardous and non-hazardous alike)
- Uses emergency or shutdown procedures during severe weather
- Describes the hazards of electricity

Academic Knowledge and Skills

- SCI 157

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Work Environment

Maintains a safe and healthy work environment.

Standard: Maintains safety, health, and environmental standards at the worksite.

Occupational Knowledge and Skills

- Identifies community crime prevention programs
- Describes the current trend toward healthful work habits
- Reads and follows safety information
- Follows state, federal, and/or manufacturer's safety rules for equipment operation and maintenance
- Identifies safety and health rules/procedures
- Observes and documents safety practices
- Demonstrates the knowledge of safe tool and equipment use in the workplace
- Complies with safety precautions when storing and using chemicals
- Complies with safety precautions when handling chemical spills
- Comply with general- and restricted-use product regulations
- Wears appropriate protective clothing for the job
- Identifies conservation and environmental practices and policies
- Maintains a clean and orderly work area
- Operates equipment defensively
- Interprets safety symbols
- Reports safety concerns/violations to supervisor
- Complies with responder first-aid and CPR certification requirements
- Demonstrates proper lifting to avoid strains
- Identifies and uses first aid procedures for burns, cuts, and choking
- Discusses action scenarios to follow in emergency situations
- Participates in fire safety education program
- Locates and corrects safety hazards
- Demonstrates safe utilization of outdoor equipment and materials

Academic Knowledge and Skills

- SCI 157

Employment Plan

Develops an employment plan.

Standard: Evaluates personal goals and abilities and matches them with compatible employment possibilities.

Occupational Knowledge and Skills

- Understands a business/career plan
- Matches interests to employment area
- Matches aptitudes to employment area
- Identifies short- and long-term work goals
- Matches attitudes to job area
- Matches personality type to job area
- Matches physical capabilities to job area
- Identifies career information from counseling sources
- Demonstrates a drug-free status
- Recognizes the organizational structure of the workplace

Academic Knowledge and Skills

- MAT 1, 4-5, 9-17, 35
- SOC 40, 42-43
- COM 1-2, 5, 7, 9, 11, 17, 21, 23, 33

54

Seeking and Applying for Employment

Secures employment.

Standard: Demonstrates the steps necessary to successfully apply for and obtain employment.

Occupational Knowledge and Skills

- Locates employment opportunities
- Identifies job requirements
- Locates resources for finding employment
- Prepares a resume
- Prepares for job interview
- Demonstrates interviewing skills
- Identifies conditions for employment
- Evaluates job opportunities
- Identifies steps in applying for a job
- Writes job application letter
- Writes interview followup letter
- Completes job application form
- Identifies attire for job interview
- Analyzes potential barriers to employment
- Identifies continuing education opportunities
- Identifies state licensing or certification requirements

Academic Knowledge and Skills

- COM 1-2, 5, 7, 9, 11, 17, 21, 23, 33

Accepting Employment

Understands procedures for successful job acceptance.

Standard: Demonstrates the skills necessary for successful transition to a work environment.

Occupational Knowledge and Skills

- Applies for social security number
- Completes state and federal tax forms
- Accepts or rejects employment offer
- Completes Employee's Withholding Allowance Certification Form W-4
- Evaluates the role of small business and entrepreneurship in the economy

Academic Knowledge and Skills

- COM 23

56

Interpreting the Economics of Work

Understands economics involved in the work setting.

Standard: Understands the responsibilities of employers and employees to themselves, to each other and to the job.

Occupational Knowledge and Skills

- Identifies the role of business in the economic system
- Describes the responsibilities of the employee
- Describes the responsibilities of the employer or management
- Investigates opportunities and options for business entrepreneurship
- Assesses entrepreneurship skills
- Applies lifelong learning to individual situations

Academic Knowledge and Skills

- SOC 25, 32

Maintaining Professionalism

Adopts the demeanor necessary for success at work.

Standard: Identifies key elements that comprise professional standards in the workplace.

Occupational Knowledge and Skills

- Participates in employment orientation
- Assesses business image, products, and/or services
- Identifies positive behavior
- Identifies company dress and appearance standards
- Maintains professional competency
- Participates in meetings
- Identifies work-related terminology
- Describes how to treat people with respect
- Maintains positive relations with others
- Exhibits characteristics needed for advancement
- Exercises the rights and responsibilities of citizenship in the workplace
- Follows legal regulations
- Recognizes economic importance of industry
- Recognizes environmental importance of industry
- Recognizes the relationship between self-esteem and work ethic
- Recognizes current accreditation and government regulations
- Recognizes the organizational structure of the workplace

Academic Knowledge and Skills

- SOC 8, 25, 41-43
- COM 1-15, 19, 41

58

Adapting and Coping with Change

Adapts and copes with change in the work environment.

Standard: Understands the fact that most people will change careers and employers several times in their lives and be prepared for this change.

Occupational Knowledge and Skills

- Adapts to changes in the job market
- Identifies elements of job transition
- Formulates transition plan
- Identifies implementation procedures for a job change
- Evaluates the transition plan
- Exhibits ability to handle stress
- Recognizes the effect of work on family
- Recognizes the effect of family on work
- Recognizes need to change or quit a job
- Writes a letter of resignation
- Examines considerations of starting a business
- Maintains a safe and healthy work environment

Academic Knowledge and Skills

- COM 23

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Additional Reviewers

Human Services
Dr. Martha Abbott-Shim, Childcare, Atlanta, GA
Ann Lanier, Childcare, Portol, GA
John Marchant, Law Enforcement, Marietta, GA
Phil Orazi, Hotel and Restaurant Management, Atlanta, GA
Sally Rich, Child Development, Augusta, GA
David Smith, Photography, Stone Mountain, GA
Cindy Styles, Principal, Cumming, GA